



ELEMENTARY ASSESSMENTS: Universal Screening, Diagnostic, & Progress Monitoring

This document was created as a tool to assist educators in understanding the differences among universal screening, diagnostic, and progress monitoring assessments. It can be used by districts and schools to guide the selection and use of assessments, although it does not contain enough information to be the sole resource for these decisions. In order to make sure that each assessment is meeting the needs of the student or students who will be given it, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

The document is divided into four main sections based on the focus of the assessments: reading, math, writing, and behavioral & social/emotional. *Sample assessment items are in alphabetical order, and there is no explicit or implied endorsement of any assessment instrument or company. Not all sample assessments listed contain all the important characteristics identified by the professional literature.*

Each of the sections summarizes information about the following types of assessments:

Universal screening assessments are characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Schools typically administer screenings to all students three times a year. These assessments yield two important pieces of information. First, they provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. At least 80% of all students in the school should be showing adequate progress in a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must focus on improving the core curriculum and/or instruction. Secondly, universal screening identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, either in small groups or on an individual basis.

Characteristics of universal screening assessments identified in the professional literature:

- Accessible to all students
- Assess critical skills and concepts
- Brief (under 10 minutes), easy to administer and score
- Given to all students (i.e. district, school, grade-level, course)
- Quick turn-around time (1-3 days) of aggregated and disaggregated data to classroom teachers
- Repeatable
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)

- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Diagnostic assessments are used to aid educators in understanding the causes for student performance, i.e. the learning strengths and needs that underlie student performance on a universal screening or other assessment. They help teachers identify where a student’s understanding breaks down. This information is used to plan, modify and/or differentiate instruction/intervention.

Other tools that provide diagnostic information (e.g. analysis of student work, teacher observations, and student/family interviews) are important to include in the diagnostic process in order to triangulate data (analyze at least 3 different kinds of data). This helps educators determine the accuracy of any one assessment.

Characteristics of diagnostic assessments identified in the professional literature:

- Given to selected students
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Progress monitoring assessments are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. The group’s or student’s current level of performance is determined and a goal that is aligned to the relevant standard(s) is set. Progress is measured regularly (the frequency depends on the intensity of instruction/intervention) to see if the actual rate of learning matches the expected rate. Based on the results, changes in curriculum, instruction and/or environment are made to match the student’s needs.

Progress monitoring helps schools establish more effective programs for children who have not benefited from previous programming, as well as students who are already proficient. It is a useful formative assessment in the classroom, as it yields information about students’ mastery of specific skills or concepts, is sensitive to small increments of growth, and produces results that can be graphed.

Characteristics of progress monitoring assessments identified in the professional literature:

- Administered at regular intervals, with increasing frequency as the intensity of the intervention increases
- Rates of improvement are specified
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Sensitive to improvement/small increments of growth
- Sufficient number of alternative forms of equal difficulty
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Phonological awareness ○ Letter naming ○ Letter sounds ○ Nonsense words • Grade 1: <ul style="list-style-type: none"> ○ Phonological awareness ○ Letter knowledge ○ Word identification fluency ○ Oral reading fluency • Grades 2 and 3: <ul style="list-style-type: none"> ○ Oral reading fluency ○ Word identification fluency • Grades 4 - 6: <ul style="list-style-type: none"> ○ Oral reading fluency ○ Reading comprehension 	<ul style="list-style-type: none"> • <u>AIMSweb (for use up to 8th grade)</u> • Benchmark assessments aligned to CCSS <ul style="list-style-type: none"> ○ <u>Measure of Academic Progress (MAP) from NWEA</u> ○ <u>CTB (McGraw Hill's acuity assessments)</u> • <u>Brigrance Screener</u> • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) <ul style="list-style-type: none"> ○ Maze ○ Oral reading fluency measures • <u>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u> • Developmental Reading Assessment 2 (DRA-2) • Emerging Literacy Survey (ELS) • <u>First Steps Reading Map of Development</u> • <u>Gates-MacGinitie</u> • <u>Gray Oral Reading Test (GORT 4)</u> • <u>Group Reading Assessment and Diagnostic Evaluation</u> • Iowa Test of Basic Skills (ITBS) • Learning Access • <u>Northwest Evaluation Association (NWEA)</u> • Phonological Awareness Literacy Screening (PALS) • Quick Phonics Assessment (QPA) • Quick Phonics Screener (QPS) • Read Naturally • Renaissance Learning (STAR Reading, Math and Early Literacy) • Scholastic Reading Inventory (SRI) • <u>System to Enhance Educational Performance (STEEP)</u> • <u>Teacher's College Reading & Writing Project Assessments</u> 	<p>Look at these first:</p> <ul style="list-style-type: none"> • <u>Screening Reading Tools Chart</u> • <u>Secondary Literacy Instruction and Intervention Guide (Stupski Foundation)</u> – Appendix C contains a detailed chart of 26 assessments for elementary & secondary levels <p>Other resources:</p> <ul style="list-style-type: none"> • <u>A Comprehensive K-3 Reading Assessment Plan</u> • <i>ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs • <u>Florida Center for Reading Research – maze</u> • <u>Florida Center for Reading Research – oral reading fluency</u> • <u>Free maze passages 4-6th grade</u> • <u>Intervention Central CBM Warehouse</u>, free CBMs • <u>National Center on RTI – CBM training modules</u> • <u>Reading-Assessment Instruments</u> – a review of 34 assessments covering K-12 • <u>Screening for Reading Problems in Preschool & Kindergarten</u>, including table of screening tools, benefits & limitations • <u>Screening for Reading Problems in Grades 1-3</u>, includes table of screening & diagnostic tools • <u>Screening for Reading Problems in Grades 4-12</u> • <u>SERC Library</u> – assessments available for review or check out for 3-week intervals • <u>Universal Screening for Reading Problems: Why and How Should We Do This?</u> • <u>Using CBM Reading Assessments to Monitor Progress</u>, includes how-to, finding passages, recommendations for goals

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources
DIAGNOSTIC	<ul style="list-style-type: none"> • Phonological awareness <ul style="list-style-type: none"> ○ Phonemic awareness ○ Initial sound ○ Phonemic segmentation • Decoding <ul style="list-style-type: none"> ○ Alphabetic principle ○ Letter knowledge ○ Vowel sounds ○ Digraphs, blends ○ Prefixes, suffixes, base words • Fluency <ul style="list-style-type: none"> ○ Nonsense word ○ Word use ○ Oral reading ○ Passage reading • Vocabulary <ul style="list-style-type: none"> ○ Context clues ○ Word parts ○ Content area vocabulary 	<p>Covers multiple components of reading:</p> <ul style="list-style-type: none"> • Common assessments aligned to CCSS • Curriculum-based measurement (CBM) • Developmental Reading Assessment 2 (DRA-2) • Diagnostic Assessment of Reading (DAR) • Early Reading Diagnostic Assessment (ERDA) • Fountas & Pinnell (K-8th) • Gray Oral Reading Test (GORT) • Iowa Tests of Basic Skills (for use up to 8th grade) • Quick Reading Inventory (no vocabulary) • Running records • Woodcock Diagnostic Reading Battery (no fluency) <hr/> <p>Phonics:</p> <ul style="list-style-type: none"> • Developmental Spelling Inventory (DSI) • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Qualitative Reading Inventory (QRI) • Quick Phonics Assessment • Quick Phonics Screener • Test of Word Reading Efficiency (TOWRE) • Woodcock Reading Mastery • Words Their Way Spelling Inventory 	<p><i>This is not meant to be a complete resource list.</i></p> <p>See resources in Universal Screening section</p> <ul style="list-style-type: none"> • Critical Analysis of Eight Informal Reading Inventories • First Steps Reading Map of Development & Reading Resource Book

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Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
	<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Sequencing ○ Retelling ○ Predicting ○ Making inferences ○ Drawing conclusions ○ Summarizing 	<p>Fluency:</p> <ul style="list-style-type: none"> • AIMSweb (up to 8th grade) • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Developmental Reading Assessment (DRA-2) • Informal Reading Inventories (IRI) <ul style="list-style-type: none"> ○ Bader Reading and Language Inventory (6th Ed.) ○ Basic Reading Inventory (10th Ed.) ○ Classroom Reading Inventory (10th Ed.) ○ Comprehensive Reading Inventory: Measuring reading development in regular and special education classrooms ○ Critical Reading Inventory ○ Ekwall/Shanker Reading Inventory (5th Ed.) ○ Qualitative Reading Inventory (QRI) • Reading Fluency Progress Monitor (RFPM) by Read Naturally (for use up to 8th grade) • Test of Silent Word Reading Fluency (TSWRF) • Test of Word Reading Efficiency <p>Vocabulary:</p> <ul style="list-style-type: none"> • Group Reading Assessment and Diagnostic Evaluation (GRADE) • Informal Reading Inventory (IRI) • Stanford Diagnostic Reading Test (SDRT) <p>Comprehension:</p> <ul style="list-style-type: none"> • Gates-MacGinitie • Informal Reading Inventory (IRI) • Qualitative Reading Inventory (QRI) 	

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Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
		Additional: <ul style="list-style-type: none"> • Curriculum-based measurement (CBM) • Running records • Student work samples • Teacher's College Reading & Writing Project Assessments ELL Students: <ul style="list-style-type: none"> • LAS Links 	

ELEMENTARY READING ASSESSMENTS

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Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as in Diagnostic section:</p> <ul style="list-style-type: none"> • Phonological awareness <ul style="list-style-type: none"> ○ Phonemic awareness ○ Initial sound ○ Phonemic segmentation • Decoding <ul style="list-style-type: none"> ○ Alphabetic principle ○ Letter knowledge ○ Vowel sounds ○ Digraphs, blends ○ Prefixes, suffixes, base words • Fluency <ul style="list-style-type: none"> ○ Nonsense word ○ Word use ○ Oral reading ○ Passage reading • Vocabulary <ul style="list-style-type: none"> ○ Context clues ○ Word parts ○ Content area vocabulary • Comprehension <ul style="list-style-type: none"> ○ Sequencing ○ Retelling ○ Predicting ○ Making inferences ○ Drawing conclusions ○ Summarizing 	<ul style="list-style-type: none"> • AIMSweb • Common assessments aligned to CCSS • Curriculum-based measures (CBM) • Oral Reading Fluency (ORF) • Running records • Scoring guides • Student and family interviews • Student work samples • Teacher’s College Reading & Writing Project Assessments • Yearly Progress Pro <p><u>ELL Students:</u> LAS Links</p>	<p>Look at this first:</p> <ul style="list-style-type: none"> • Progress Monitoring Tools Chart <p>See also resources in Universal Screening and Diagnostic sections</p> <p>Other resources:</p> <ul style="list-style-type: none"> • Apps Designed with Disability in Mind • Charting in Microsoft Excel • Graphing Made Easy • National Center on RTI • National Center on Student Progress Monitoring • Research Institute on Progress Monitoring • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY MATHEMATICS ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> • Computation • Concepts & applications • Early numeracy <ul style="list-style-type: none"> ○ Missing number ○ Next number ○ Number identification ○ Oral counting ○ Quantity discrimination 	<ul style="list-style-type: none"> • AIMSweb • Benchmark assessments aligned to CCSS • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) • Northwest Evaluation Association (NWEA) • Scholastic Math Inventory – grades 2-8 	<ul style="list-style-type: none"> • Doing What Works: RTI in Elementary-Middle Math • Intervention Central CBM Warehouse, free CBMs • SERC Library – assessments available for review or check out for 3-week intervals • <i>The ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs

ELEMENTARY MATHEMATICS ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
DIAGNOSTIC	<ul style="list-style-type: none"> • Computation • Concepts <ul style="list-style-type: none"> ○ Algebra ○ Fractions, decimals & percentages ○ Geometry ○ Measurement ○ Mental computation & estimation ○ Money ○ Number sense ○ Operations ○ Patterns & relationships ○ Probability & statistics ○ Time ○ Whole numbers • Applications <ul style="list-style-type: none"> ○ Foundations of problem solving ○ Applied problem solving 	<ul style="list-style-type: none"> • First Steps in Mathematics • Key Math3 • Scholastic Math Inventory – grades 2-8 • Student work samples 	<p>See resources in Universal Screening section</p>

ELEMENTARY MATHEMATICS ASSESSMENTS

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Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as in Diagnostic section:</p> <ul style="list-style-type: none"> • Computation • Concepts <ul style="list-style-type: none"> ○ Algebra ○ Fractions, decimals & percentages ○ Geometry ○ Measurement ○ Mental computation & estimation ○ Money ○ Number sense ○ Operations ○ Patterns & relationships ○ Probability & statistics ○ Time ○ Whole numbers • Applications <ul style="list-style-type: none"> ○ Foundations of problem solving ○ Applied problem solving 	<ul style="list-style-type: none"> • AIMSweb • Curriculum-Based Measures (CBM) • mClass Math • Monitoring Basic Skills Progress (MBSP) • Renaissance Learning (STAR Reading, Math and Early Literacy) • Scholastic Math Inventory – grades 2-8 • Student and family interviews • Student work samples • Yearly Progress Pro 	<p>Look at this first:</p> <ul style="list-style-type: none"> • Progress Monitoring Tools Chart <p>See also resources in Universal Screening and Diagnostic sections</p> <p>Other resources:</p> <ul style="list-style-type: none"> • Charting in Microsoft Excel • Graphing Made Easy • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY WRITING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<p>Writing fluency</p> <ul style="list-style-type: none"> • Total words written • Words spelled correctly • Correct writing sequence • Total correct punctuation 	<ul style="list-style-type: none"> • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) • Writing prompt (scored with rubric or checklist) 	<ul style="list-style-type: none"> • Intervention Central CBM Warehouse, free CBMs • National Center on RTI – CBM training modules • SERC Library – assessments available for review or check out for 3-week intervals • <i>The ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs • Six Plus One Traits of Writing rubrics
DIAGNOSTIC	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Development • Focus • Organization • Revision • Structure • Support/Elaboration • Vocabulary or semantic maturity • Writing fluency <p><u>Conventions:</u></p> <ul style="list-style-type: none"> • Spelling • Grammar • Punctuation • Editing • Syntactic maturity • Writing fluency 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) • First Steps Writing Map of Development • Student and family interviews • Student work samples (scored with rubric or checklist) • Teacher’s College Reading & Writing Project Assessments – K-8th grades <p><u>Conventions:</u></p> <ul style="list-style-type: none"> • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) • Developmental Spelling Inventory (DSI) • Student work samples (scored with rubric or checklist) • First Steps Writing Map of Development 	<p>See resources in Universal Screening section</p> <ul style="list-style-type: none"> • First Steps Writing Map of Development & Writing Resource Book

ELEMENTARY WRITING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as Diagnostic section:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> • Development • Focus • Organization • Revision • Structure • Support/Elaboration • Vocabulary or semantic maturity • Writing fluency <p><u>Conventions:</u></p> <ul style="list-style-type: none"> • Spelling • Grammar • Punctuation • Editing • Syntactic maturity • Writing fluency 	<ul style="list-style-type: none"> • Student and family interviews • Student work samples (scored with rubric or checklist) • Teacher's College Reading & Writing Project Assessments 	<p>See resources in Universal Screening and Diagnostic sections</p> <ul style="list-style-type: none"> • Charting in Microsoft Excel • Graphing Made Easy • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> • Academic achievement • Attachment to & involvement in school community • Attendance • Following rules • Risky behaviors (use of alcohol, tobacco, drugs, etc.) 	<ul style="list-style-type: none"> • Attendance records • Expulsion records • Grades • Office discipline referrals • Mental health surveys • Minor discipline reports • School climate surveys • Suspension records 	<ul style="list-style-type: none"> • Center for Mental Health in Schools: Virtual Toolbox for Mental Health in Schools • CT Clearinghouse Screening Tools for Mental Health, Substance Abuse and Wellness • Screening for Risk Factors that Inhibit School Success • SERC Library – assessments available for review or check out for 3-week intervals

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
DIAGNOSTIC	<ul style="list-style-type: none"> • Assertion • Cooperation • Developmentally appropriate behavior • Empathy • Executive function skills <ul style="list-style-type: none"> ○ Emotional control ○ Flexibility ○ Goal-directed persistence ○ Metacognition ○ Organization ○ Planning ○ Response inhibition ○ Task initiation ○ Time management ○ Working memory 	<ul style="list-style-type: none"> • Achenbach Child Behavior Checklist • Adaptive Behavior Assessment System II • Attention Deficit/Hyperactivity Disorder Test • Battelle Developmental Inventory (2nd Ed.) • Behavior Assessment Scale for Children (BASC-2) • Behavior and Emotional Rating Scale: A Strength-Based Approach to Assessment • Behavior Rating Inventory of Executive Functions • Children's Depression Inventory • Clinical interviews • Conners Rating Scales (3rd Ed.) • Functional Analysis Screening Tool (FAST) • Functional behavioral assessment (FBA) • Interest inventories • Motivation Assessment Scale • Observation-based assessments • Record review • Reynold's Depression Inventory • Scale for Assessing Emotional Disturbance • Social Skills Improvement System (SSIS) • Social Skills Rating Scale (SSRS) • Student and family interviews • Vineland Adaptive Behavior Scales: Classroom Edition 	<p>See resources in Universal Screening section</p> <ul style="list-style-type: none"> • Collaborative for Academic, Social and Emotional Learning (CASEL): Assessment • <i>Executive Skills in Children and Adolescents</i> (2nd edition) by Dawson & Guare • Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools • Teacher Assistant app (iTunes)

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	Same as Diagnostic section: <ul style="list-style-type: none"> • Assertion • Cooperation • Developmentally appropriate behavior • Empathy • Executive function skills <ul style="list-style-type: none"> ○ Emotional control ○ Flexibility ○ Goal-directed persistence ○ Metacognition ○ Organization ○ Planning ○ Response inhibition ○ Task initiation ○ Time management ○ Working memory 	<ul style="list-style-type: none"> • Attendance records • Behavioral checklists • Expulsion records • Grades • Observation-based assessments • Office discipline referrals • School staff interviews • Service provider interviews • Student and family interviews • Surveys • Suspension records 	See resources in Universal Screening and Diagnostic sections

To provide suggestions for changes and additions, please contact Cortney Sharpe at SERC: sharpe@ctserc.org or 860-632-1485 x 238.